Building Resilience in Educational Establishments

Emergency and Business Continuity Plan

Walsall Council

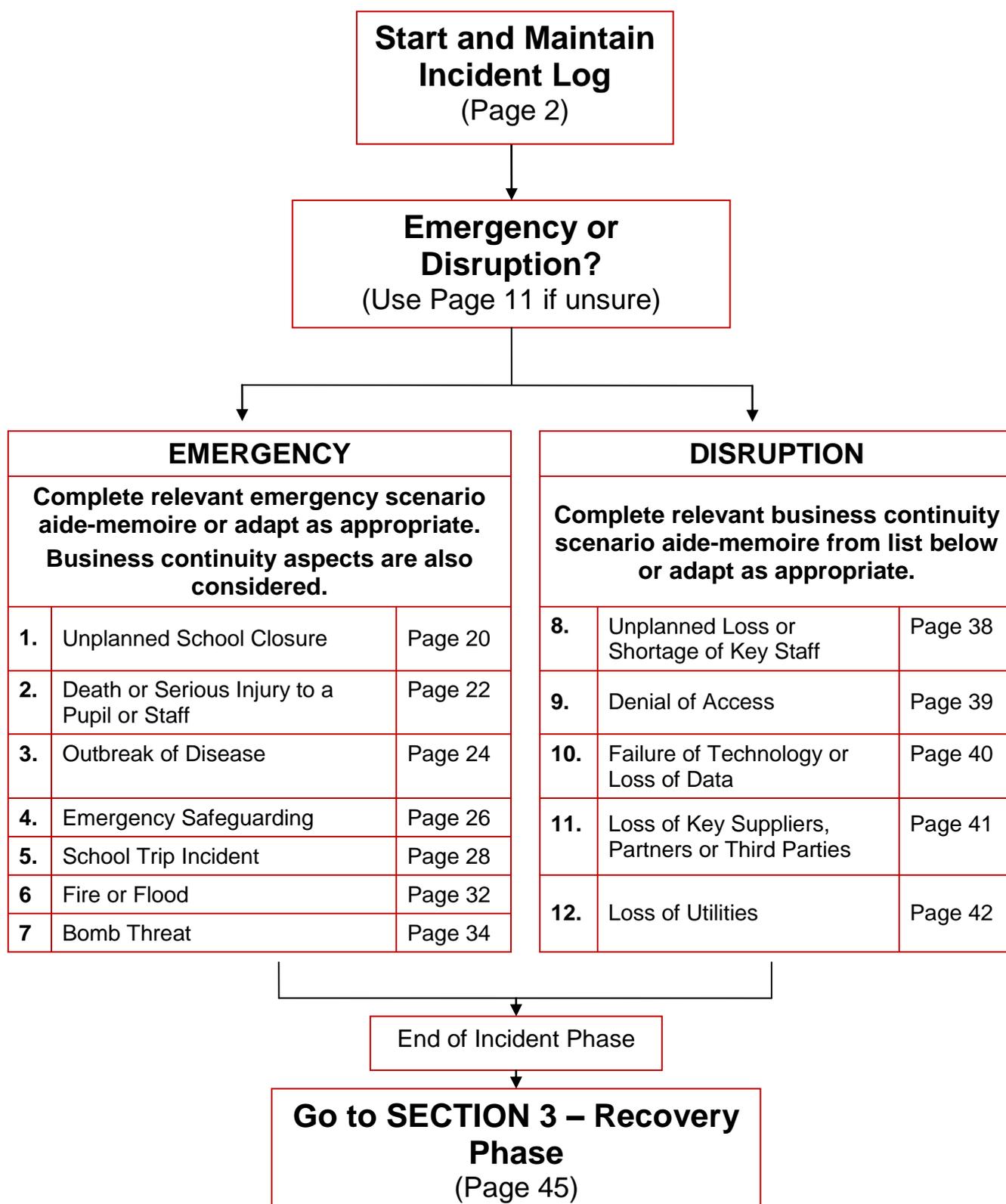# Contents

Please bear in mind there are page numbers referenced throughout this plan. Please remember to update these when editing the plan to ensure they are correct during an emergency or disruption.

Incident Response Activation

Incident Activation

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┌─────────────────────────────┐
│   Start and Maintain        │
│   Incident Log              │
│   (Page 2)                  │
└─────────────────────────────┘
             │
             ▼
┌─────────────────────────────┐
│   Emergency or              │
│   Disruption?               │
│   (Use Page 11 if unsure)   │
└─────────────────────────────┘
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EMERGENCY			**DISRUPTION**		
Complete relevant emergency scenario aide-memoire or adapt as appropriate. Business continuity aspects are also considered.			**Complete relevant business continuity scenario aide-memoire from list below or adapt as appropriate.**		
1.	Unplanned School Closure	Page 20	**8.**	Unplanned Loss or Shortage of Key Staff	Page 38
2.	Death or Serious Injury to a Pupil or Staff	Page 22	**9.**	Denial of Access	Page 39
3.	Outbreak of Disease	Page 24	**10.**	Failure of Technology or Loss of Data	Page 40
4.	Emergency Safeguarding	Page 26	**11.**	Loss of Key Suppliers, Partners or Third Parties	Page 41
5.	School Trip Incident	Page 28			
6	Fire or Flood	Page 32	**12.**	Loss of Utilities	Page 42
7	Bomb Threat	Page 34			

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┌─────────────────────────────┐
│   End of Incident Phase     │
└─────────────────────────────┘
             │
             ▼
┌─────────────────────────────┐
│   Go to SECTION 3 – Recovery│
│   Phase                     │
│   (Page 45)                 │
└─────────────────────────────┘
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Incident Log

Incident Name:				Sheet Number:		
Date	Time	Contact Details (incoming/outgoing)	Information (received/given)	Actions (to be taken)	Complete? (Date/Time	Person Responsible

Incident Name:				Sheet Number:			
Date	Time	Contact Details (incoming/outgoing)	Information (received/given)	Actions (to be taken)		Complete? (Date/Time)	Person Responsible

Emergency Contacts Sheet

Local Authority Contacts	Office Hours/Out of Office Hours	Number
Children's Services	Office Hours Out of Office Hours (Community Alarm)	See Contact Directory 01922 653252
Child Safeguarding	Office Hours Out of Office Hours (Community Alarm)	See Contact Directory 01922 653252
Environmental Health	Office Hours Out of Office Hours (Community Alarm)	01922 653023 01922 653252
Educational Psychologists	Office Hours Only Out of Office Hours (Community Alarm)	See Contact Directory 01922 653252
Health and Safety	Office Hours Only Out of Office Hours (Community Alarm)	See Contact Directory 01922 653252
Property Services	Office Hours Out of Office Hours (Community Alarm)	01922 655723 01922 653252
Public Health	Office Hours Out of Office Hours (Community Alarm)	01922 653737 01922 653252
Public Relations and Communications Unit	Office Hours Out of Office Hours (Community Alarm)	01922 650879 01922 653252
Resilience Unit	Office Hours Out of Office Hours (Community Alarm)	01922 652026 01922 653252
Risk and Insurance	Office Hours Out of Office Hours (Community Alarm)	01922 650543 01922 653252
School Leads		
Chair of Governors		
Head Teacher		
Deputy Head Teacher		
School Key Holders		
School Incident Management Team Members		

Governors		

Agency Staff Providers and Regular Supply Staff		

Other Third Parties		
Security Companies		
Transport Providers		
External Site Users		

Utility Companies		
Electric		
Gas		
Water		
Telephone Provider		

Other Useful Numbers		
Teacher Support Network	24 Hour Helpline	08000 562 561
Trade Union		
Insurance Company		
Exam Board/s		
Local Hospital/Medical Centre		
Local Police Station		

'Buddy School' and Neighbouring Schools		

Other Organisations		
Department for Education	Enquiry Line	0370 000 2288
Environment Agency	Flood Line (24 Hour)	0845 988 1188
Foreign and Commonwealth Office	Consular assistance (24 hr)	020 7008 1500
	If Abroad Ring:	+44 20 7008 1500
Public Health England	Main Switchboard	020 7654 8000

Notes:

Section 1

Planning

School Head: Statement of Intent

__Insert School Name_____ is committed to ensuring the highest level of education and development for all of its pupils. This is particularly important during times of disruption which can be caused by a variety of different scenarios.

As Head Teacher, supported by the Chair of Governors and the School Incident Management Team, I will be responsible for the coherence and effectiveness of the school's emergency and business continuity planning arrangements. This includes ensuring that the school is fully prepared to cope with any incident that may arise and providing a continued education and place of safety for the pupils.

This Emergency and Business Continuity Plan will enable our school to fulfil its obligations to:

- **Protect the vulnerable, including pupils and staff**
- **Support the work of the emergency services**
- **Maintain business continuity when faced with any disruptive challenge**

We will achieve this through:

- **Effective planning and preparation**
- **Establishing roles, responsibilities and a leadership structure**
- **Working towards a confident and controlled incident response and recovery**
- **School wide training and awareness raising**

We recognise that it is the responsibility of every member of staff and school personnel to be familiar with the plan and its contents. This plan will be regularly reviewed and kept up to date in order to fulfil the above obligations to a high standard.

Signed

Head Teacher

Version Control

To ensure validity of the plan, copy holders are requested to notify the Head Teacher of any amendments to the information contained within it. Updated plans will then be distributed to all copy holders. All previous versions of the plan will be destroyed.

The contents of this plan should be completely reviewed on an annual basis and following an incident or disruption.

Date	Version	Updated By (name and role)	Amendment Details

Plan Distribution List

The plan should be treated as a secure document and its contents kept confidential at all times.

Distribution List	Location	Date Issued
[Insert Name - Chair of Governors]	Office Copy	
	Home Copy	
[Insert Name] [Head Teacher]	Office Copy	
	Home Copy	
[Insert Name - Assistant/Deputy Head Teacher]	Office Copy	
	Home Copy	
[Insert Name - School Business Manager]	Office Copy	
	Home Copy	
[Insert Name - Office Manager]	Office Copy	
[Insert Name - Caretaker/Site Supervisor/Manager]	Home Copy	
[Emergency Grab Bag (If appropriate)]	School office or off-site	
[School Incident Management Team Members, see Page 12 for details] Input below:		
[Please add any other relevant staff this template to be distributed to]		
Additional Copies: (if appropriate)]		
[Off-Site Copy]		
[Electronic Copies]		
[Back-up Copy]		
[Diocese, Governors or Local Authority (optional)]		

Defining an Incident: Emergency or Disruption?

Emergency

Definition:

Handling emergencies is a normal part of school life. Some incidents however, are of a more critical and overwhelming nature in which staff, pupils and parents may experience acute, even prolonged, distress. Emergencies can:

- Arise with or without warning
- Cause or threaten death, injury or serious disruption to normal life
- Affect more people than can be dealt with under normal conditions
- Require special mobilisation and organisation of resources

Examples:

- The murder of a pupil or staff member
- Fatal road traffic collisions
- Fatalities or serious injuries on school trips
- Teacher, member of staff or pupil suicide
- Community tensions
- Major arson attacks
- Severe weather damage
- Missing pupils
- A fatal accident involving a contractor on school premises

If an event or incident falls under one or more of the above definitions or examples it is likely to require a planned emergency response.

**Use Emergency Aide-Memoires
(Pages 20-34)**

Disruption

Definition:

Not all incidents are emergencies, a disruptive challenge is an incident which:

- Results in an interruption to the delivery of key services
- Requires the educational establishment to respond in a manner outside of its normal day to day procedures

Causes of disruptions:

- Industrial action
- Sickness
- Severe weather
- Utility failure
- Supply chain issues

The primary aim of **Business Continuity Planning (BCP)** is to ensure that unless there is an overwhelming pressure caused by the disruption, the school remains open during term times and normal routines and timetables are maintained as far as possible. It is important to develop strategies or alternative ways of working that allow this to happen, considering the circumstances of the incident and level of response required.

The Business Continuity Aide-Memoires act as a guide to ensure minimal disruption to the school as a service and a return to normal as soon as possible.

**Use Business Continuity Aide-Memoires
(Pages 38-42)**

For a full list of specific Aide-Memoires see Contents Page

School Incident Management Team Guidance

The School Incident Management Team (SIMT) is the group that will be convened during or following an incident in order to manage the situation in an organised and structured manner.

Any staff or personnel may be used to fill the roles depending on their skills and more than one role can be assigned to the same person. Some roles may naturally fall to particular staff; however it is also important to consider that the tasks will have to be completed under a much greater amount of stress in an emergency. In addition to this, the roles and responsibilities called upon will very much depend on:

> **SCALE** – What is the extent of the emergency and what resources are required?
> **DURATION** – How long will the incident last, considering both short and long term?
> **IMPACT** – How severe is the impact on key services, buildings or stakeholders?

The table below allows you to think about and develop the following questions:

- What are the roles that may need to be filled during and following an incident?
- What are the key responsibilities that each role has?
- Who do you have in the school that could fill each role if required? *Recording the names and contact details of trained and suitable personnel will save time in an emergency.*
- What are some of the training considerations and resources available for each role?

Role	Tasks and Responsibilities in an Emergency or Disruption	Pre- Incident Training and Resources	Staff Trained (Details on Page 4)
Incident Team Lead (Head Teacher/Deputy or Chair of Governors)	**Strategic Role** - Chair of School Incident Management Team - Ensure school-wide continuity. - Receive information and make decisions - Lead on interviews or assign appropriate SIMT member e.g. Media and Communications Lead. - Work through aide-memoire	School specific scenario workshops supported by Walsall Resilience Unit (Call 01922 652026) Familiarisation with Emergency Plan	
Log Keeper (Essential Role)	- Maintain incident log (Page 2) - Ensure that all key decisions and actions taken in relation to the incident are recorded accurately - Ensure that all other logs such as communications or recovery logs are also being maintained	A variety of 'Incident Loggist' virtual training courses are available online to enhance current logging skills	
Media and Communications Lead	- Maintain media and communications log - Follow the media and communications checklist (Page 43) - Establish and maintain lines of communication with all stakeholders – use aide memoirs - Responsible for social media and help lines - Liaise with Council PR and Media - Collate information about the incident for press statements	A variety of media management and crisis communications courses can be found online	

Facilities Lead	• Maintain log of actions • Ensure site security and safety during and following an incident • Liaise with SIMT Manager to advise regarding infrastructure • Point of contact for contractors • Pre Incident: Ensure school site information section is up to date (Page 52)	Risk Assessment Training Fire Safety and Marshal Training www.dfes.gov.uk/security (Managing Security in Schools Guide – National Association of Head Teachers Website) School specific scenario workshops may also highlight facilities issues	
Health and Safety Lead	• Maintain health and safety log • Responsible for following and distributing any health and safety procedures or advice • Risk Assessment • Consider infection control • Complete any accident/incident Paperwork and RIDDOR forms. • Manage first aid considerations	Health and Safety courses and materials available from: ○ Health and Safety Executive Website ○ Public Health England ○ Centre for Disease Prevention and Control ○ National Union of Teachers	
Child Safeguarding Officer	• Maintain safeguarding log • Ensure welfare of all pupils • Co-ordinate with Police Family Liaison Officers; Educational Psychologists; Children's Services and any relevant voluntary organisations • DBS checks of temporary staff	School mandatory training Walsall's Safeguarding Children Board also offers safeguarding training Online Emergency Toolkit: www.keepingchildrensafe.org.uk	
Emotional Support Lead	• Maintain log of all incident related cases and actions • Work with Child Safeguarding Officer to identify child needs • Act as a point of contact for pupils or staff with concerns about the incident or with difficulties recovering from it. Be a source of advice about the help and support available	Redcross.org/education: Emotional Support in a Crisis Emotional First Aid Training Course: www.emotionalfirstaid.co.uk	
Business Continuity Lead	• Record all decisions and actions in the incident log (Page 2) • Take responsibility for business continuity considerations which can be found in each aide-memoire • Take decisions in order to return swiftly to 'business as usual' • Pre-incident business continuity checklist (Page 17)	Training resources and courses available at: www.thebci.co.uk www.continuityshop.com www.ibct.com www.epcollege.com School disruption and closure scenario workshops supported by Walsall Council Resilience Unit	
ICT Lead	• Maintain ICT log • Ensure resilience and recovery of the school's ICT infrastructure • Work with the Business Continuity Co-ordinator in disaster recovery • Liaise with suppliers or ICT support	Backup and disaster recovery in schools information can be found online	
Recovery Co-ordinator	• Maintain recovery log (Page 47) • Lead and report on the school's recovery process • Facilitate a full debrief • Identify lessons learned as a result of the incident/recovery • Liaise with the plan owner to ensure lessons learned are incorporated into the plan development	Incident debrief training from Walsall Resilience Unit Emergency response and recovery guidance: www.gov.uk	

Training and Exercising

To ensure the effectiveness of this plan during a real life incident the following training methods will be incorporated into the school's emergency preparations:

- Emergency planning awareness, school specific scenario workshops and business continuity advice are all provided by Walsall Council Resilience Unit.

- Incorporating Emergency Plan training and awareness raising into inductions and mandatory training for all relevant personnel

- Including pupils in the training and awareness schedule. Test exercises, practising the route to a 'buddy school' or talking about past incidents can prepare pupils and create a greater atmosphere of calm in a real incident.

- Planning 'walk-throughs' to communicate the contents of the plan and to ensure staff are familiar with arrangements and procedures.

- Education and training for specific staff on Business Continuity (Page 17) and School Incident Management Team roles and responsibilities (Page 12).

- Component tests, for example checking alarms and locks and testing external storage devices.

- Table-top exercises using example scenarios to check the validity and reliability of the plan contents.

- Discussion of real life incidents to improve planning and response.

- Regular review of training log to ensure training is relevant and up to date.

A record will be kept, using the log sheet on the following page, of all training events, workshops or exercises.

Further resources and reading:

- ✓ UK Government - https://www.gov.uk/emergencies-and-severe-weather-schools-and-early-years-settings

- ✓ Walsall Council Resilience Unit - www.walsallemergencyplanning.co.uk

- ✓ British Red Cross - http://www.redcross.org.uk/en/What-we-do/Preparing-for-disasters/How-to-prepare-for-emergencies/Emergencies-in-schools

- ✓ School Emergency Kits - http://schoolemergencykit.co.uk/

- ✓ Business Continuity Guidance - http://www.clerktogovernors.co.uk/what-does-a-school-business-continuity-plan-look-like/

Training and Exercising Log Sheet

Date	Staff Trained	Details	Trainer
		15	

Emergency Grab Bag Inventory

A 'grab bag' is a store of important and useful equipment and resources that can be accessed quickly should you be required to evacuate your premises.

Section	Details	Included?
Completed Emergency and Business Continuity Plan	Emergency and Business Continuity Plan to include: • Key Contact details (Page 4) • School Specific Information (Page 52) • School Incident Management Team details (page 12) and contacts (Page 4)	
Organisational Information	Staff Handbook (policies and procedures)	
	Health and Safety Paperwork	
	Supplier and contractor information	
	Pupil Information	
	Remote Learning Passwords	
	Local 'Buddy School' Information	
Equipment and other items	First Aid Kit	
	Local Maps (showing car parking)	
	Torches	
	Whistles	
	Stationery	
	High Visibility Vests	
	Mobile phone: charged and with credit available	
	Mobile phone charger/car charger kit	
	Small amount of cash in change	

Note location of all grab bags below:

Location	Date Checked	Date Checked	Date Checked	Date Checked

Business Continuity Checklist

Having the following business continuity preparations and good practices in place will help to ensure a continued provision of education and safety for our pupils during times of pressure or limited resources.

Action	Completed Date/Name	Reviewed Date/Name	Reviewed Date/Name
Include alternative numbers on the Contacts Sheet (Page 4) for: • Suppliers and third parties • Caterers • Supply/agency staff • ICT support • Transport providers • Key holders			
Electronic back up of data and off-site storage of hard copies (record location of each document): • Insurance • Legal • Emergency Plan			
Keep an asset register of valuable school items for insurance purposes (including photos)			
Ensure safety of and access to valuable school documents such as controlled assessments			
Access to remote learning: internet, e-mail, networks			
Partnership with 'Buddy School' shared facilities, information, staff and resources			
Arrangements for priority and/or vulnerable groups. May depend on exam timetables or school users			
Security considerations: • Alarms • Visitor badges • Building Access			
Temporary off-site office or meeting place established **Location:**			

Emergency Preparations Checklist

Action	Page	Completed Date/Name	Reviewed Date/Name	Reviewed Date/Name
Populate Emergency Contacts Sheet	4			
School Incident Management Team: establish roles and carry out training	12			
Put together emergency grab bags: Note locations of each bag	16			
Include school site specific information in Resources Section of plan	52			
Complete Business Continuity Checklist	17			
Print and distribute 'A guide for Parents, Carers, Relatives and Friends Leaflet,' leaflets	53			
Print out Telephone Bomb Threat sheet – keep in reception/main office/switchboard	36			
Distribute completed plan to copy holders: Note locations on distribution list	10			
Staff and pupil training, awareness and familiarity with the plan (should be ongoing)	14			
Review and update plan: Version Control	9			

Section 2

Incident

Response

Specific Emergency Aide Memoires

1 - Unplanned School Closure e.g. severe weather or civil disturbances

Action	Person Responsible	Completed Time	Notes
Start Incident Log (Page 2)			
Contact Head Teacher or Deputy (Contact Sheet Page 4)			
Activation of plan: note date and time			
Liaise with Emergency Services or relevant organisations e.g. Utility Companies Check forecasts on news bulletins			
If in immediate danger, evacuate or invacuate to a point of safety			
Temporary relocation – Liaise with 'Buddy School' or contact Council (see page 4 for details)			
Convene School Incident Management Team (Page 12)			
Alert as appropriate: - Chair of Governors - Teaching staff - Support staff - Contractors			
Inform Walsall Council using the Local Authority Schools Closure Notification Procedure for each day the school is closed. This reporting process will ensure that the council website is updated each day.			
Consider media, PR and information sharing – see Media and Communications Checklist (Page 43)			
Contact: - School Organisation Team - Children's Services - Area Education Officer - Public Relations Officer			

• Emergency Planning Officer • Property Services • Insurance Company See Contacts Sheet (Page 4)			
Inform parents/carers Inform pupils			
Establish helpline			
Transportation			
Business Continuity Considerations			
Exam timetables			
Controlled assessments			
Catering requirements			
Suppliers – cancel or relocate deliveries			
Site security			
Cancellations: bookings, transport, clubs etc			
Record all changes and cancellations for easy reinstatement			
Regular updates in place for parents, staff, pupils			
Plan for re-opening and return to normality			
Prepare for Recovery Stage. Go to Section 3 (Page 45)			

Further Notes:

2 - Death or Serious Injury to a Pupil or Staff e.g. violence, assault or accidents

Action	Person Responsible	Completed Time	Notes
Start Incident Log (Page 2)			
Contact Head Teacher or Deputy (Contact Sheet page 4)			
Activation of plan: note date and time			
Record injuries and casualties: names, locations			
Liaise with Emergency Services/Hospitals and regularly update			
Convene School Incident Management Team (Page 12)			
Set up an Incident Control Room as a focal point for all information and decisions			
Inform parents or carers directly involved			
Alert as appropriate: • Chair of Governors • Teaching staff • Support staff • Contracts			
Follow School Health and Safety policies and procedures • Fill out accident/incident forms • RIDDOR			
Consider media, PR and information sharing– see Media and Communications Checklist (Page 43)			
Contact: • Public Relations Officer • Area Education Officer • Emergency Planning Officer • Children's Services • Educational Psychologists • Department for Education • Unions See Contacts Sheet (Page 4)			
Inform those not involved: • Parents/carers • Pupils • Neighbouring schools			

Establish helpline			
In event of unplanned school closure see Aide-Memoire 1 (Page 20)			
Establish a briefing room(s) for families and/or staff			
Nominate a 'meet and greet' person			
Business Continuity Considerations			
Exam timetables			
Controlled assessments			
Cancel bookings/activities			
Security of site			
Recovery and Support Considerations			
Voluntary organisations: advice and guidance			
Appeals for information/donations etc			
Funeral attendance/arrangement			
Debrief for all involved			
Prepare for Recovery Stage. Go to Section 3 (Page 45)			

Further Notes:

3 - Outbreak of Disease e.g. Pandemic Flu, Meningitis, Measles etc

Action	Person Responsible	Completed Time	Notes
Start Incident Log (Page 2)			
Contact Head Teacher or Deputy (Contact Sheet Page 4)			
Activation of Plan: Note Date and Time			
Compile a list of affected pupils/staff: Names, symptoms, location			
Liaise with Emergency Services and Local Authority Public Health Team			
Convene School Incident Management Team (Page 12)			
Set up an Incident Control Room as a focal point for all information and decisions (off-site if required)			
Alert as appropriate: • Chair of Governors • Teaching Staff • Support Staff • Contracts			
Follow School Health and Safety Policies and Procedures • Accident and Incident Forms • RIDDOR			
Consider Media, PR and information sharing– See Media and Communications Checklist (Page 43)			
Contact: • Public Health England • Emergency Planning Officer • Area Education Officer • Children's Services See Contacts Sheet (Page 4)			
Establish Helpline			
Use Social Media and School Website to update public			
Alert Neighbouring schools and maintain information sharing			

Consider other Aide-Memoires (if relevant): • Unplanned School Closure (Page 20) • Death/Serious Injury (Page 22)			
Business Continuity Considerations			
Support from Voluntary Organisations			
Insurance/Legal			
Exam Timetables			
Controlled Assessments			
Cancel bookings/events as required. Keep a record for easy re-instatement			
Maintain regular updates to staff, families, pupils			
Prepare for Recovery stage. Go to Section 3 (Page 45)			

Further Notes:

4 - Emergency Safeguarding e.g. intruder on school premises, missing children, child custody

Action	Person Responsible	Completed Time	Notes
Start Incident Log (Page 2)			
Alert school Child Protection Officer and Head Teacher immediately			
Activation of plan: note date and time			
Consult school safeguarding threshold document and follow school procedures as necessary.			
Take specific actions to avoid escalation e.g. lock-down, search of premises and grounds for missing child. Only do so if you are trained and it is safe to do so.			
If necessary evacuate or invacuate pupils/staff to a point of safety			
Call and liaise with Emergency Services			
Convene School Incident Management Team (Page 12)			
Set up an Incident Control Room as a focal point for all information and decisions			
Alert as appropriate: - Chair of Governors - Teaching staff - Support staff - Contracts			
Follow School Health and Safety policies and procedure - Accident and incident forms - RIDDOR			
Consider media, PR and information sharing– see Media and Communications Checklist (Page 43)			
Contact Local Authority: - Emergency Planning Officer - Children's Services			

• Public Relations Officer • Area Education Officer • Educational Psychologists			
Establish a helpline and use this to arrange a meeting for parents & carers: explain the situation			
Maintain lines of communication with: • Pupils • Parents • Local Authority • Emergency Services • Neighbouring schools See Contacts Sheet (Page 4)			
Establish a briefing room(s) for families and/or staff			
Nominate a 'meet and greet' person			
Other Aide-Memoires: • Unplanned School Closure (Page 20) • Death/Serious Injury (Page 22)			
Business Continuity Considerations			
Insurance/legal considerations			
Cancel bookings and activities as required. Keep a record to allow for quick re-instatement			
Controlled assessments			
Exam timetables			
Security of site			
Prepare for Recovery Stage. Go to Section 3 (Page 45)			

Further Notes:

5 - School Trip Incident e.g. off- site accidents, transport accidents, transport delays

Action	Person Responsible	Completed Time	Notes
School Based Contact: On receiving a call from a group on a visit use the **'Home Based Contact Emergency Action Sheet'** to record key information **(Page 30)**			
Decide level of Response. If required activate emergency plan Note Date and Time			
Start Incident Log (Page 2)			
Convene School Incident Management Team (Page 12)			
See school trip documents for home based contact/ contact Resilience Unit (page 4)			
Set up an Incident Control Room as a focal point for all information and decisions			
Contact Police (Ask for Liaison Officer/ Forward Control Officer)			
Contact Local Authority • Emergency Planning Officer • Area Education Officer • Children's Services See Contacts Sheet (Page 4)			
Follow School Health and Safety Policies and Procedures • Accident and Incident Forms • RIDDOR			
Pupil Considerations: Liaise with School Trip based contact			
Specific pupil needs e.g. medication, glasses, dietary needs			
Catering requirements			
Alternative Accommodation and/or Transport			
Ensure arrangements for return home are in place			

Media, PR & Information Sharing: Use Communications and Media Checklist (Page 43)			
Contact: • Chair of Governors • Parents/Carers • Home contacts for staff/volunteers on trip • Transport Provider • Insurance Provider • Foreign and Commonwealth Office (if abroad)			
Depending on severity of incident establish Information Lines or Helpline for: • Governors • Staff • Pupils • Parents/Carers • Public			
Establish a briefing room(s) for families and/or staff			
Nominate a 'meet and greet'			
Voluntary Organisations: Advice and Guidance			
See other scenarios as required: • Death/Serious Injury (Page 22) • Outbreak of Disease (Page 24) • Emergency Safeguarding (Page 26)			
Response Actions and Business Continuity Considerations			
Re-schedule or Cancel Activities – Record any changes made			
If Delays are extensive: Controlled Assessment/Exam Timetable considerations Continued Updates to home			
Log Damaged and Lost Items Log costs of Incident Contact Insurance			
Prepare for Recovery Stage. Go to Section 3 (Page 45)			

Further Notes:

School Trip: Home Based Contact Emergency Action Sheet

1. In the event of receiving an emergency call from a group on a visit, remember they will be extremely stressed. You need to remain calm and record as much information as possible using the table below:

Time:	Date:
Name of Caller:	
Trip:	
Number to call back on:	
Find out: *What happened?* *When did it happen?* *Who is involved?* *Type of incident:* *Number of people involved/casualties:* *Location of incident:* *Emergency services and Foreign and Commonwealth Office present?* *What support do they need?* *Intended Actions of Trip Leader and Group*	

2. Advise that you will be setting up a School Incident Management Team to deal with the incident and will call back at an agreed time or within an agreed interval.

3. Advise the caller to record any actions taken and to provide regular updates.

See Page 12 for School Incident Management Team Roles & Responsibilities

This page is intentionally left blank.

6 – Fire or Flood e.g. Burst Water Main, Fire on Premises or Neighbouring Building

Action	Person Responsible	Completed Time	Notes
Follow school evacuation procedures as required			
Start Incident Log (Page 2)			
Contact Head Teacher or Deputy (Contact Sheet Page 4)			
Activation of plan - note date and time			
Liaise with Emergency Services			
Convene School Incident Management Team (Page 12)			
Set up an Incident Control Room as a focal point for all information and decisions (off-site if required)			
Alert as appropriate: • Governors • Teaching staff • Support staff • Contracts			
Consider media, PR and information sharing– see Media and Communications Checklist (Page 43)			
Contact: • Emergency Planning Officer • Public Relations Officer • Children's Services • Area Education Officer • Property Services • Insurance Company **Contact Sheet (Page 4)**			
Follow School Health and Safety policies and procedures • Accident and incident forms • RIDDOR			
Establish helpline			
Establish a briefing room(s) for families and/or staff			
Nominate a 'meet and greet'			

Alert parents/carers			
Relocation – liaise with 'Buddy School'			
Specific pupil needs: medication, glasses, dietary needs etc			
Catering requirements			
Voluntary Organisations: Advice and Guidance			
Other Aide-Memoires: • Unplanned School Closure (Page 20) • Death/Serious Injury (Page 22)			
Business Continuity Considerations			
Re-schedule or cancel activities			
Log damaged and lost items Log costs of incident			
Prepare for Recovery Stage. Go to Section 3 (Page 45)			

Further Notes:

7 - Bomb Threat e.g. telephone threats, suspicious packages or unexploded devices

Action	Person Responsible	Completed Time	Notes
Start and maintain Incident Log (Page 2) Record all information			
Contact Head Teacher or Deputy (Contact Sheet Page 4)			
Activation of plan – note date and time			
If it is a telephone threat use Bomb Threat Sheet (Page 36) to record details of the call and give to Police **Consider whether telephone threat is credible**			
Follow the School's Bomb Threat Policy and use this table as a prompt.			
Convene School Incident Management Team (Page 12)			
Collect Attendance Register			
Calmly evacuate building using normal evacuation procedures outside the emergency services cordon			
Take a pupil roll call: any missing pupils or staff are to be reported to police. **No searches are to be carried out**			
If all pupils are present consider safe relocation such as local park or 'buddy school'			
Establish off-site Incident Control Point			
Ensure First Aiders report to Incident Control Point			
Call 999 and advise emergency services of actions 1. Police 2. Fire (may be alerted automatically by alarm) For out of hours threats, key holder is to inform police immediately			
Site Security: Keep all personnel out of the school until safe to return			

Alert: • Governors • Staff • Support Staff • Pupils and parents/Carers			
Consider Media, PR and Information sharing– See Media and Communications Checklist (Page 43)			
Contact: • Children's Services • Area Education Officer • Emergency Planning Officer • Property Services • Insurance Company See Contacts Sheet (Page 4)			
Transportation			
Business Continuity Considerations			
Exam Timetables/ Controlled Assessments			
Catering Requirements			
Re-schedule or cancel activities – record any changes made			
Regular Updates in Place for Parents, staff, pupils			
Plan for re-opening: return to normality			
Prepare for Recovery Stage. Go to Section 3 (Page 45)			

Further Notes:

Telephone Bomb Threat Sheet

[Print out and keep copies in reception andmain office areas]

Date:. . . . .   Time:. . . . .   Name:.. . . . .

Exact wording of threat:. . . . .

. . . .

. . . .

When is the bomb going to explode?. . . . .

Where is it right now?. . . . .

What does it look like?. . . . .

What kind of bomb is it?. . . . .

What will cause it to explode?. . . . .

What is your organisation/codeword?. . . . .

Did you place the bomb?. . . . .

Why are you doing this?. . . . .

What is your name/address?. . . . .

Telephone number (if available). . . . .

Time of call completion:. . . . .

DO NOT HANG UP THE PHONE
(*Try to keep the caller talking and attract the attention of the supervisor*)

You must inform your site manager on ext:. . . . .
Additional details: . . . .
. . . .
. . . .
. . . .

Gender		Tone of Voice		Behaviour of Caller	
Male		Deep		Calm	
Female		High Pitched		Angry	
Age		Nasal		Laughing	
Old		Muffled		Crying	
Young		Disguised		Excited	
		Familiar *		Slow	
		Stutter		Rapid	
		Loud		Irrational	

*If familiar, who did it sound like?. . . . .

Accent (specify). . . . .

. . . .

. . . .

Distraction/Background noises (give as much detail as possible).

Description	Yes	No	Comment
Noise on line			
Payphone tone or pips			
Operator instructions			
Anyone in background			
Clear line static			
Aircraft			
Household noises			
Crackling			
Office			
Phone box			
Machinery			
Animals			
Music			
PA System			
Traffic			
Talking			
Long Distance			
Children			
Anything else			

Specific Business Continuity Aide Memoires

8 – Unplanned Loss or Shortage of Key Staff e.g. industrial action or illness

Action	Responsible	Completed? Date/Time	Notes
Start and Maintain Incident Log (Page 2)			
Contact Head Teacher or Deputy (Contact Sheet page 4)			
Identify : • Which staff are absent • Timescale of shortage • Critical Services Disrupted			
Convene School Incident Management Team if necessary (Page 12) **Assess: SCALE, DURATION and IMPACT**			
Inform as appropriate: • Chair of Governors • Teaching Staff • Support Staff • Parents/Carers • Pupils Use Communications & Media Checklist (Page 43)			
Liaise with support organisations or services: • Children's Services • Emergency Planning Officer • Department for Education Services • Area Education Officer • Risk and Insurance See Contact List (Page 4)			
Alternative Teaching Staff • Supply Teachers Contact List • Agency Staff			
Multi-skilled staff • List of staff skills location • Re-allocate staff			
Class Sizes • Maintain acceptable ratio staff:pupils • Can activities be arranged e.g. sports, assemblies, external providers			
Support Staff • Consider human resources available: exam invigilators, after-school club leaders e.t.c			
Virtual Learning Environment • Schools own 'e learning' website, or GCSE Bite size for example • Remote learning/assessment			
School Timetable • Alternative timetable to accommodate fewer staff			
Buddy Schools • Liaise with neighbouring schools • Shared staff/facilities			
Support for returning staff • Is any support required after absence?			
See Unplanned Schools Closure Aide - Memoire (Page 20) for Business Continuity through a full closure.			

9 – Denial of Access e.g. preserved scene: break-in investigation, alarms not working/electronic doors

Action	Responsible	Completed? Date/Time	Notes
Start and Maintain Incident Log (Page 2)			
Contact Head Teacher or Deputy (Contact Sheet page 4)			
Identify disruption: • Damage to Property or Equipment • Critical Service Functions			
Contact Police (999 or 101 for non emergencies)			
Convene School Incident Management Team if necessary (Page 12) **Assess: SCALE, DURATION and IMPACT**			
Inform as appropriate: • Governors • Teaching Staff • Support Staff • Parents/Carers • Pupils Use Communications & Media Checklist (Page 43)			
Liaise with support organisations or services: • Children's Services • Emergency Planning Officer • Department for Education Services • Area Education Officer • Risk and Insurance See Contact List (Page 4)			
Site Security • List of Key holders location • Consider other means of access e.g. locksmith • Ensure site access is restricted • Keep records of those at or leaving site • Security Company			
Health & Safety • Is access limited by a hazardous event? E.g. fire, asbestos exposure, break-in • Ensure health and safety of site attendees is monitored			
Make alternative arrangements to cover (as necessary): • Accommodation • Lessons • Activities • After school clubs or events			
Remedial Action • Initiate action necessary to regain access e.g. locksmith, repairs, clean-up • Monitor ongoing works and liaise with stakeholders			
See Unplanned Schools Closure Aide - Memoire (Page 20) for Business Continuity through a full closure.			

10 – Failure of Technology or Loss of Data e.g. network disruption, damage to computers

Action	Responsible	Completed? Date/Time	Notes
Start and Maintain Incident Log (Page 2)			
Contact Head Teacher or Deputy (Contact Sheet page 4)			
Contact ICT Support / Internet Providers and establish: • Timescale of loss • Loss of personal/confidential data • Back – up offered • Critical services disrupted			
Severity of Impact: • User groups/vulnerable groups affected • Potential security breaches • Safeguarding – liaise with school's child protection officer			
Convene School Incident Management Team if necessary (Page 12) **Assess: SCALE, DURATION and IMPACT**			
Inform as appropriate: • Governors • Teaching staff • Support staff • Parents/Carers • Pupils Use Communications & Media Checklist (Page 43)			
Liaise with support organisations or services: • Children's Services • Emergency Planning Officer • Department for Education Services • Area Education Officer • Risk and Insurance See Contact List (Page 4)			
Alternative Data Locations or Facilities • Offsite data/hard copies • 'Buddy School' facilities			
School Timetable • Alternative timetable to compensate loss of lessons • Failure of remote learning considerations • Activities/specific sessions requiring technology re-arranged • Controlled Assessment and Exam Timetables			
Site Security and Access • CCTV/Alarms/Access Points – all functioning? Consider limiting access points if not. • Key – holders identified • Identification/visitor badges for ICT support/technology Companies			
See Unplanned Schools Closure Aide - Memoire (Page 20) for Business Continuity through a full closure.			

11 – Loss of Key Suppliers, Partners or Third Parties e.g. liquidation of a supplier company

Action	Responsible	Completed? Date/Time	Notes
Start and Maintain Incident Log (Page 2)			
Contact Head Teacher or Deputy (Contact Sheet page 4)			
Contact Supplier/Partner and Establish: • Timescale of loss • Critical Services disrupted • Back-up options - suppliers			
Severity of Impact: • User groups/vulnerable groups affected • Proportion of school affected			
Convene School Incident Management Team if necessary (Page 12) **Assess: SCALE, DURATION and IMPACT**			
Inform: • Governors • Teaching staff • Support staff • Parents/Carers • Pupils Use Communications & Media Checklist (Page 43)			
Liaise with support organisations or services: • Children's Services • Emergency Planning Officer • Department for Education Services • Area Education Officer • Risk and Insurance See Contact List (Page 4)			
Alternative Temporary Supplies/Facilities • 'Buddy School' facilities • Council assistance • Secondary suppliers or partners			
Catering Requirements • Alternative lunches • Location - Onsite/Offsite			
School Timetable • Alternative timetable to compensate for loss of supplies or third parties • Activities/specific sessions re-arranged • Controlled assessment and exam timetables			
Site Security and Access • Unused areas locked up • Key holders identified • Identification/visitor badges for secondary suppliers etc			
See Unplanned Schools Closure Aide - Memoire (Page 20) for Business Continuity through a full closure.			

12 – Loss of Utilities e.g. damage to water or electricity supply

Action	Responsible	Completed? Date/Time	Notes
Start Incident Log (Page 2)			
Contact Head Teacher or Deputy (Contact Sheet page 4)			
Contact Utility Company and Establish: • Timescale of loss • Areas of school affected • Critical Services disrupted • Back-up options – generators etc			
Level of Impact: • Time of day • Season/Weather/Temperature			
Convene Schools Incident Management Team if necessary (Page 12) **Assess: SCALE, DURATION and IMPACT**			
Inform: • Governors • Teaching Staff • Support Staff • Parents/Carers • Pupils Use Communications & Media Checklist (Page 43)			
Liaise with support organisations or services: • Children's Services • Emergency Planning Officer • Department for Education Services • Area Education Officer • Risk and Insurance See Contact List (Page 4)			
Alternative Teaching Location • Areas of school not affected • 'Buddy School' facilities			
Catering Requirements • Alternative lunches • Location - Onsite/Offsite			
School Timetable • Alternative timetable to compensate for loss of lesson time • Alternative start or finish time. • Controlled assessment and exam timetables			
Site Security and Access • Unused areas locked up • Key – holders identified • Identification/visitor badges for utility workers			
See Unplanned Schools Closure Aide – Memoire (Page 20) for Business Continuity through a full closure.			

Communications and Media Checklist

Action	Completed Date/ Time
Identify Communications and Media Lead	
Start and maintain a log (Use a copy of the Log Sheet on Page 2 if required)	
Liaise with emergency services and establish if they will be handling media	
Contact Walsall Communications Unit on 01922 650879 during office hours and 01922 653252 for out of hours calls	
Gather facts: Who, What, When, Credibility of Source	
Agree statement with partner agencies (Police, Fire, Ambulance & Local Authority)	
Check statement with legal advisers, if necessary	
If possible alert staff that a statement will be released at an agreed time – this is preferable to giving a 'no comment' answer to the media.	
Type out press statement ready to be emailed or handed out on site – Council Communications Unit is also able to help with this	
Consider management of onsite media parking and refreshments if appropriate	
Identify all interested parties who may need informing and prioritise: Use Specific Incident Aide-Memoires as a prompt	
Always use information provided by Police, Fire, Ambulance & other Local Authorities or other services to inform parents, carers and the public	
Designate a Helpline number - The Local Authority Communication Unit may also be able to provide this service	
Keep phone lines for Emergency Services/Local Authority separate to the public or family/carers helpline	
Set up answer phone message which can be updated regularly	
Contact those directly affected either through a telephone conversation or face to face if possible	
Use text messages for quick transfer of information – not ideal in more sensitive cases when alarm may be caused	
Update the school website	
Use the local radio as a communication resource	
Use Social Media to spread advice and information: Facebook, Twitter e.t.c	

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Section 3
Recovery

Recovery: Short and Long Term

The purpose of the recovery and return to 'business as usual' phase is to resume normal working practices for the school as quickly as possible, therefore planning for recovery will be initiated by the school as soon as it is practically possible during the incident. Where the impact of the incident is prolonged, 'normal' operations may need to be delivered under new circumstances e.g. from a different location.

An action plan needs to be agreed for this final phase of the incident response. The following issues need to be considered as part of the action plan:

- the ongoing safety, health and wellbeing needs of the school community,
- the environment and physical infrastructure,
- the financial and economic recovery of the school,
- communication strategies,
- the longer term impacts e.g. anniversaries, memorial services and VIP visits,
- Learning lessons from the incident to inform the future development of the business continuity plan.

	Action	Further Info/Details	Responsible?	Complete?
1.	**Recovery** Agree and plan the actions required to enable recovery and return to normality.	Agree actions dependant on the nature of the incident. Set timescales with responsibility for completion clearly indicated. **Use Recovery Log on the following page (47)**		
2.	**Long Term Support** Respond to any ongoing and long term support needs of staff and pupils	• Educational Psychologists • Voluntary Organisation support • Educational Support from Staff • Bereavement Services • Literature/Advice on available help		
3.	**Communication** Once recovery actions are complete, communicate the return to 'business as usual'.	• How? • Who? • When? Use Communications and Media Checklist (Page 43)		
4.	**Debrief** Carry out a 'debrief' of the incident with staff (and possibly with pupils).	Carry out a full incident debrief (Page 48) Document any improvements to be made and any lessons learned		
5.	**Plan Review** Review this Emergency and Business Continuity Plan in light of lessons learned from the incident and the response to it.	Implement recommendations for improvement and update this plan. Produce revised version of the plan Ensure all School Incident Management Team members and relevant personnel are aware of the changes		

Recovery Log

Actions	Person Responsible	Completed Date/Time

Debrief and Lessons Learned

A debrief is a review that is carried out following an incident when all persons involved can be present. The debrief will ideally be arranged as soon as possible by the Incident Lead to get an accurate and reliable account of what happened and to allow for important lessons to be identified.

1. The person co-ordinating the incident needs to attend as well as key members of the incident team.

2. Appoint a facilitator, ideally someone who was not closely involved in the incident who can ask questions from an independent and non biased perspective. The facilitator should be briefed to allow them to delve in more depth into key positives and criticisms. This is something that Walsall Resilience Unit can do on behalf of the school if requested. Contact the Resilience Unit on 01922 652026 or email: emergencyplanningunit@walsall.gov.uk

3. Go through the incident response step by step. Revisit the emergency plan and identify any deviation from plan. What changed and why?

4. Ask for specific feedback on a series of headings based on the key issues / areas for example:

   - **Procedures**
   - **Communication**
   - **Liaison**
   - **Finance**
   - **Public Relations**
   - **Health and Safety**
   - **Resources**

The key questions to address are:

   - **What went well?**
   - **What didn't go so well?**
   - **What would we do if we were in the situation again?**

5. Use the Example Debrief Agenda as a guide (Page 49)

6. Complete a report to document recommendations and opportunities for improvement and any lessons identified. It is important that the Head Teacher or Chair of Governors takes ownership of the report to ensure that any actions are taken forward.

7. Feedback any suggestions regarding the plan format to Walsall Council Resilience Unit

Example Agenda for Incident Debrief

1. Welcome & Introductions

2. Summary of the incident
   - Scale Duration & Impact

3. Aim of the debrief

4. Lessons Learned:
   a. Procedures
   b. Communication
   c. Liaison
   d. Finance
   e. Public Relations
   f. Health & Safety
   g. Resources
   h. Incident Management

5. Conclusion

5. Summary of Actions

6. Close of debrief

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Section 4
Resources

School Site Information

This section contains all site plans and maps that are specific to the school and may be needed in an emergency situation, including:

- **School Site Plan including grounds and surrounding area**
- **School floor plans**
- **Fire Safety Plans**
- **Utilities features**
- **Any other school specific documentation**

The following table includes features indicated on the above site and safety plans and which plan they can be found in.

Utility and Safety Features	In which Plan? e.g. Fire Safety	Date checked or updated	Date checked or updated
Fire Exits			
Manholes [with note indicating the service to which it gives access for example foul sewer, surface water, telephone and so on].			
Assembly point for staff/pupils/visitors in case of evacuation during normal hours [roll call to be conducted here; this place to be identified on signs of each fire alarm]			
Electricity cut off switch [cuts supply to all or part of building]			
External telephone junction box			
Fire hydrant/sources of water			
Foam inlet pipe			
Fuel oil storage tank (and fuel lines) [state full capacity]			
Gas stop valve			
LPG storage tank (and fuel lines) [state full capacity]			
LPG supply stop valve			
Oil supply stop valve			
Plant and machinery			
Surface water drain grills			
Water top valve			

Educational Psychology Service

How to Help Children Following a Death or Traumatic Event

A Guide for Parents and Carers

When someone dies children experience similar feelings to adults. They may not be able to express their feelings in words but you may notice changes in their behaviour.

Such behaviour may include:

- Quiet, withdrawn behaviour, including a reluctance to talk
- Reluctance to separate from you including clinginess, not wanting to sleep alone or even an unwillingness to go to school
- A return to younger behaviours such as thumb sucking or bed wetting
- Attention seeking behaviour and even aggression directed towards you
- Difficulty dropping off to sleep and/or nightmares once asleep
- Being easily upset by everyday events, including heightened sensitivity to loud noises
- Finding it hard to concentrate especially in school
- Loss of appetite or excessive "comfort eating" of sugary snacks

These are all normal reactions to what may be a very abnormal experience and are likely to fade over time.

How You Can Help

Being honest with your child about what has happened as sensitively and calmly as you can using language your child can understand. Avoid phrases for death such as "gone to sleep" or "gone on a long journey" as these may confuse or even make a child fearful of everyday events such as sleeping or travelling.

Talking about the person who has died. This keeps the memory alive and can be very comforting. In this way you are also giving permission for the child to talk about the person who died.

Sympathetic listening including answering the child's questions as truthfully as you can. Be honest if you do not know the answer and say so.

Sharing activities with your child such as going for a walk or helping with household jobs. At these times your child may be more likely to express their feelings about what has happened.

Try not to hide your own feelings from your child. It may even help your child to see that it is normal to be upset by death and that crying or showing emotion is nothing to be embarrassed about.

Be prepared for your child to be angry and feel guilty, as well as feeling sad about what has happened. These are very normal feelings when grieving and it will

help your child if he/she is able to express these feelings. Help your child to understand that what has happened was not his/her fault.

Resume and maintain routines as quickly as possible such as bedtimes, mealtimes, attending school and clubs. This will help to provide a sense of security.

Let your child know your whereabouts, try to return on time or let your child know you are safe. This will help provide security as your child is likely to worry that something may happen to you.

Be prepared for your child to behave at times as though nothing has happened. Children grieve differently and may be very sad one moment and laughing and playing the next.

Talk about the funeral and how your child can be included. Active participation at this time is likely to help your child come to terms with what has happened and allow him/her to say goodbye.

Allow your child to keep something that belonged to the person who died and start a memory box or photo album to help him/her remember.

Do make time to talk to other adults about your own feelings. Children cope better when they have a parent/carer who is coping.

If after reading this guidance you still remain very concerned about your child do not hesitate to discuss your concerns with your child's Head Teacher and/or GP.

Other Useful Contacts:
The services listed below can offer support following a death or traumatic incident.

Walsall Bereavement Support Service (Adults)
Monday – Friday 10.30 am – 5.30 pm
01922 724841

Child and Family Helpline
01922 645035

Children's Bereavement Service
01922 645035 or 07910 721045/07806 760981

National Cruse
0844 477 9400
helpline@cruse.org.uk

Educational Psychology Service
Education Development Centre
Pelsall Lane
Rushall
Walsall
WS4 1NG
Tel: 01922 686375

Walsall Resilience Unit
Room 39a Council House
Lichfield Street
Walsall
WS1 1TP

Tel: 01922 652026
Email: emergencyplanningunit@walsall.gov.uk

This is the 2015 version of the Schools Emergency and Business Continuity Plan template.
(Formal Plan Review due in 2017)